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Practical Classroom Strategies for Mainstream Teachers to Use with LEP Students

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**PRACTICAL CLASSROOM STRATEGIES FOR MAINSTREAM TEACHERS
TO USE WITH LEP STUDENTS**

by

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**B.A., University of Minnesota, 1988
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In Partial Fulfillment of the Requirements


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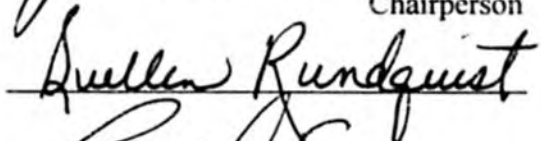
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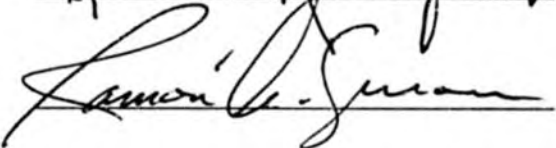
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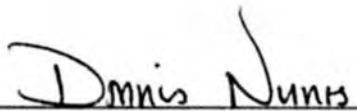
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PRACTICAL STRATEGIES FOR MAINSTREAM TEACHERS TO USE WITH LEP STUDENTS

Elizabeth A. Wilson

The number of Limited English Proficient (LEP) students in American schools is increasing. School districts, ESL professionals, and mainstream teachers are all being called upon to respond to this cultural and linguistic diversity. Mainstream teachers in particular are experiencing first hand the challenges of working with students for whom English is not the first language. Core subject areas, i.e., mathematics, science, social studies, and language arts, are based on curriculums intended for English speaking students. As such, when students are non-or limited English speaking, they cannot easily participate in English-medium classrooms unless certain modifications and/or accommodations are made to make material more comprehensible to them.

Through qualitative research, the purpose of this study was threefold: to discover what knowledge and attitudes mainstream teachers have regarding their LEP students, to learn about their "success stories" with LEP students, and to combine their teaching strategies with current research into a handbook which can serve as a resource for mainstream teachers.

The survey and interview data yielded insight into mainstream teachers' perceptions and practices when working with LEP students. It revealed what steps some teachers are taking to improve their effectiveness with these students. It is the contention of this researcher that much can be learned from one's colleagues, especially for those working under similar circumstances. Thus, the interview data, largely based on actual teachers' own "success stories" with their LEP students, is significant in that it can help other teachers in their own classrooms.

The research which resulted from this study suggests several conclusions and recommendations regarding how mainstream teachers can better serve the needs of their LEP students. It points to the need for cooperation and collaboration between all professionals involved in the education of LEP students, and it also confirms the existence of classroom teaching strategies both in the theoretical and the practical

realms. Relevant teaching strategies are continuously being created and used, and this researcher hopes that a non-comprehensive compilation, in the form of a handbook of strategies, will be useful for mainstream teachers.

August 2007
Month Year

Approved by Research Committee:

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Chapter 1

INTRODUCTION

The number of LEP students in Minnesota schools is on the rise. Urban, suburban, and rural school districts are all experiencing higher numbers of LEP students in their general student populations. In the past 10 years, the number of LEP students in Minnesota schools has risen from approximately 11,000 in 1989 to almost 36,000 by 2000-2001. Primarily, it is the state's two largest school districts that are experiencing the most dramatic numbers. During the 1994-1995 school year, Minneapolis Public Schools had approximately 4,500 LEP students; by the 2000-2001 school year, that figure had risen to about 10,500 students. In Saint Paul Public Schools, of the approximately 45,000 students in the district, about 17,000 students speak a language other than English at home. The major languages, of the more than 50 represented in both districts, include Hmong, Spanish, Somali, Arabic, and several other Asian, African, and European languages.

Even though these two large urban districts show the most compelling data regarding the rising numbers of LEP students, many other smaller, suburban and rural school districts have been undergoing similar demographic changes. The suburban

school district under study here had 4,925 students during the 2000-2001 school year. Of this figure, only 2-3% of the district's general student population, about 150-190 students, had been assessed as LEP. Since the interview data were collected at the district's two middle schools, M.S. 1 and M.S. 2, Table 1 illustrates both the middle school's LEP demographics, as well as the total district's demographics. This table is typical of the average figures for the past five years.

Table 1
Middle School LEP Demographics
(2000-2001 School Year)

School	Number of LEP Students	Total Student Population	LEP Percentage
M.S. 1	8	740	1%
M.S. 2	23	750	3%
Total District	150-190	4,925	3-4%

As in larger districts the presence of even a small number of LEP students requires that their English language needs, coupled with their general academic needs, be met in the classroom and in the school community. Large, urban school districts like Minneapolis and Saint Paul understandably have a high percentage of LEP students. It stands to reason then that these districts have the appropriate structures in place to serve the language needs of their LEP students. Assessment, ESL support, and

skills development are the primary areas that larger districts can address through various ESL programs. English language development is served well by systematic, consistent instruction, and due to high numbers, larger districts often have the resources to provide such instruction for their LEP students.

Conversely, in smaller or medium sized school districts (between 5000 and 8000 total students) LEP populations are often proportional to the general student population. It is difficult to generalize, but based on this researcher's empirical and statistical data, a typical middle or secondary school may have anywhere from 5 to 30 or more LEP students; elementary schools usually have more, up to 50 students at any given time during the school year. Due to the relatively low numbers of LEP students, mainstream teachers may have little or no experience with them when they do inevitably have them in their classes. Many mainstream teachers have not had college course work to prepare them to work with LEP students; the bulk of their experience comes from the interaction in their own classrooms.

As a result of such minimal contact, many mainstream teachers often feel uncomfortable and at a loss as to how to instruct, communicate with, and grade these students who may have varying degrees of English proficiency. The range of educational backgrounds and the diversity of cultures also play important roles in LEP students' learning in the content areas. Consequently, it takes considerable effort on the part of administration and both ESL and mainstream teachers to ensure success for LEP students as well as peace of mind for mainstream teachers.

Accordingly, the premise of this study is threefold: 1) to recognize that students whose native language is not English cannot fully participate in mainstream classrooms, 2) to acknowledge that LEP students are a challenge to mainstream teachers because they lack the language proficiency to understand the content of the class, and 3) to affirm that practical teaching strategies can be used by mainstream teachers to help them cope in the classroom.

Further, this researcher proposes that some of the best teaching strategies that have been used by mainstream teachers with LEP students in the classroom come directly from the mainstream teachers themselves. Many dedicated and concerned teachers have risen to the challenge of realizing and acting upon the knowledge that LEP students must be afforded certain accommodations, modifications, and exceptions in order to at least come close to being on par with their English speaking peers.

The purpose of this research was to assess, through open-ended interview questions, what a sampling of middle school mainstream teachers in a small first-ring suburban district are doing to better serve their LEP students in their classrooms. The rationale for questioning mainstream teachers about their experiences and practices with LEP students was to determine what types of strategies they have used successfully with their limited or non-English speaking students. Even though LEP student populations tend to be proportional to district totals, i.e., the smaller the district, the fewer number of LEP students, and one might think that having fewer LEP students makes the task of educating them easier, the opposite may nevertheless be true.

Due to the resources that smaller districts lack as opposed to what larger districts have in place, including sheltered classes, bilingual programs, team teaching, and mainstream teacher in-services and workshops, smaller school districts may struggle more to serve their LEP populations, especially in the mainstream classroom where accommodations and modifications may be less standard and more arbitrary. This researcher proposes to combine teacher-tested strategies with the latest research into a compilation of practical strategies. The collection will come in the form of a compilation of strategies (see Appendix D) and is intended to be a useful resource for mainstream teachers who need strategies for working with LEP students in their classrooms.

Chapter 2

LITERATURE REVIEW

The number of LEP students in American schools is increasing at a pace that is two and a half times that of the rate of the mainstream student population (Schall, 2001). Not only have large urban areas and border cities been experiencing this increase, but schools of all sizes and locations, including suburban and rural, have been charged with meeting the manifold demands of students whose native language is not English (Rennie, 1993). Between 1972 and 1999, the percentage of L1 Spanish speaking students in U.S. schools rose from 5.8% to 15.1%; the percentage of speakers of other languages rose from 1.4% to 5.1% (NCBE, 1999). Further, some demographers posit that within the next 30 years, LEP students will number about 40% of all school-aged children in the United States (Roseberry-Gibbon & Brice, 2000). The evidence cannot be denied that the linguistic demographics of American schools have changed dramatically over the last two decades, and as a result it becomes clear that schools themselves have to adapt to the reality of this linguistic diversity.

Generally, LEP students attend American schools for a variety of reasons, ranging from seasonal migration to employment opportunities to escape from political

or religious persecution. Owing to their status as minors, it is reasonable to suppose that many of these children have little choice as to whether or not they would like to emigrate to the U.S. Nevertheless, they are attending American schools, in ever increasing numbers, and their future academic success often hinges upon many factors, including age, education, and affective features.

Efforts to meet the challenges of these newcomer populations, federally entitled to equal educational opportunities by the *Lau v. Nichols* (1974) decision and the Equal Educational Opportunity Act (EEOA) of 1974, are often attempted through a variety of program models and instructional programs, including bilingualism. Many school districts are "restructuring schools, reinventing curricula, and redirecting staff development toward linguistic and cultural awareness" (NCBE, 1999, p. 1). These endeavors are typically met with varying degrees of success and achievement. Nevertheless, the issue of providing appropriate instruction to LEP students across the U.S. continues to be one of concern and urgency, particularly for those who make policy and/or work closely with them.

Three Considerations with LEP Students

Garcia (2000) asserts that there are three primary areas of consideration with LEP populations: the increasing number of students who are enrolling in American schools lacking a sufficient educational background in their native language, the rising number of native and foreign born LEP students who are limited English proficient

and who speak languages other than English at home, and the growing number of students who are enrolling at all grade levels.

In terms of educational background in L1 and level of English proficiency, LEP students come into American classrooms with a wide array of cultural and cognitive schema which influence academic performance. Newcomers to the U.S., American born with non-English speaking parents, and those children who have had inconsistent or virtually no schooling, all struggle with the myriad aspects of language and cultural adaptation. Frequent transition between U.S. and foreign schools and/or not receiving ESL services at an early age once they do enroll, are two more hindrances for LEP students. However, although these students may lack "certain cultural clues and symbols, they {do} have logic, life experiences, previous educational experiences, emotions, preferences, prejudices, problems, and life skills" (Klebaner, 1969, p. 66) to inform their acquisition of and competence in English.

Nonetheless, the burgeoning numbers of LEP students in U.S. classrooms does have a twin outcome: while they often have a rich cultural background and can bring diverse perspectives to the classroom, they can also present a significant challenge to their mainstream teachers based largely on their education in their native language and on their level of English proficiency at the time of enrollment. These factors are two of the foremost predictors for future academic success, and many LEP students lack competence in both areas.

The first consideration in predicting the degree of academic success in L2 is the soundness of a student's educational background in their first language. Collier

(1989) suggests that children between 8 and 12, who are literate in L1, are the most efficient learners due to both their native literacy and their being at the most favorable age for second language learning. While, Krashen (1987) posits that those LEP students who have benefited from a solid academic history are able to call on their abilities in an English-speaking setting. Further, Hakuta (1990) asserts that “a child learning about velocity in Spanish should be able to transfer this knowledge to English without having to relearn the concepts as long as the relevant vocabulary (in English) is available” (p. 7). Such transfer is described by Saville-Troike (1988) as “a pre-existing knowledge base for making inferences and predictions” (p. 5) and is significant in that the more cognition a student has in their native language, the more they can understand in English if given the appropriate support. For example, if children are familiar with those items related to print societies, such as labels, signs, symbols, and texts when they enter English speaking schools, they will be more receptive to such material when exposed to it in the school setting. In short, they will use what they already know in L1 as the foundation from which to build acquisition and knowledge in English.

Nevertheless, Cummins (1994) posits that learners must first meet essential benchmarks in L1 reading before such transmission of skills can occur. Likewise, de Saussure (1989) posits that “concepts and skills in literacy in one language will only transfer if they have been completely learned” (p. 3). Further, Long (1990) suggests that developmental impediments as well as a crucial time period exist for learning that heavily determines future success. Accordingly, Short (1993) asserts that “educators

can no longer rely {solely} on transfer of knowledge and skills as students learn English and then enter a mainstream track because so many students come to U.S. schools under prepared for the required grade-level work” (p. 1).

Regarding the second consideration, English language proficiency, newcomers to U.S. schools, as well as those who are American born, encompass a vast spectrum of ability levels. While some students have had English instruction in the past, others may have had little or no exposure to English (aside from popular culture). “The term ‘limited English proficient’ refers to a range of linguistic ability that extends from having no knowledge of English to having some English language skills, but not enough to fully participate in an all-English academic setting” (Cochran, 1989, p. 1). Those students who may lack consistency in the development of their native language may experience the effects on the progress of their proficiency and academic growth in English (Lewelling, 1991).

As such, for those children born in the U.S. and/or who speak a language other than English at home, the struggles of acquisition and mastery remain. Though they may acquire what is referred to by Cummins (1981) as BICS (Basic Interpersonal Communication Skills), within two to three years, they do not as easily achieve CALP (Cognitive Academic Language Proficiency) for up to five to seven years. According to Lewelling (1991), “LEP students {often} become proficient in communication skills within a short time after their arrival in the U.S.” and “as a result of their communicative competence, these students are too quickly mainstreamed into the regular classroom where they encounter difficulties understanding and completing the

more cognitively-demanding language needed for successful performance in academic subjects" (p. 1).

To compensate for their lack of English language proficiency, LEP students may undergo several processes to adapt L2 onto their native language (Roseberry-McKibbon & Brice, 2000). For example, they may "engage in a behavior known as code-switching" in which they combine words and phrases from L1 and L2, or "undergo the phenomenon of language loss" in which they begin to lose their native language proficiency skills (Roseberry-McKibbon & Brice, 2000, p. 2) as a result of their lack of proficiency in either language. Also, LEP students typically experience a silent period during the pre-production stage in which they are absorbing input, yet not producing speech.

Further, "second language acquisition research has shown that the level of proficiency in the first language has a direct influence of the development of proficiency in the second language" (Lewelling, 1991, p. 1). Therefore, LEP students, native born as well as newcomers, must be given the time and opportunity to foster their growth in L2 proficiency, a luxury of which many of them do not enjoy since frequently "language minority students are often placed in mainstream, English medium classrooms long before they develop the degree of language proficiency necessary to compete {with} native speakers of the school language" (Harklau, 1994, p. 1).

Concern over educational background coupled with that of English language proficiency is legitimate at all levels of instruction due to the rising number of LEP

students in all grade levels. Based on data from the National Clearinghouse on Bilingual Education (1995), the distribution of LEP students is as follows: 66% in the elementary grades, 18% at the middle level, and 14% at the high school level. However, academic pressure is felt most keenly at the secondary level where a significant number of LEP students are entering U.S. schools lacking in basic literacy skills and a solid educational foundation (ERIC, 1998). Unlike in an elementary setting where the transition from L1 to L2 can be more seamless due to age, environment, and simplified linguistic demands, secondary students have a more complex task owing to the increased sophistication of the curriculum and the intensity of socialization in the school culture.

Nevertheless, according to Snow and Hoefnagel-Hohle (1977), older students are more adept at learning a second language due to their higher levels of cognizance in their first language, ideally speaking. So, entering an English speaking school as a secondary student does not automatically guarantee failure to learn language and/or content. Likewise, entering as LEP in the elementary grades does not assure success, although since "interaction with other speakers is the critical dimension in learning language," (Kearsley, 1994-2001, p. 1) LEP children can experience school in a less academically and socially demanding environment which fosters acquisition.

Implications in the Classroom

Myriad implications exist when LEP students attend primarily English speaking schools, and a major issue is that of the challenge to mainstream teachers.

The speed at which LEP populations are growing at all grade levels affirms that mainstream teachers are experiencing more students who must overcome the challenge of content mastery and language acquisition simultaneously (Short, 1991). "Teaching students for whom English is a second language requires helping them with the double demands of acquiring a new language while mastering academic content" (Gerston, 1996, p. 18). Consequently, students thus become responsible for acquiring the target language and the subject matter at the same time, a less than ideal situation. Accordingly, "increasing numbers of teachers have become, by default, teachers of English language learning" (Gerston, 1996, p. 19).

The challenge faced by mainstream teachers with their LEP students is the simple notion that to truly serve them academically, teachers must constantly adapt, accommodate, and modify activities and assignments to make them comprehensible their LEP students. Unfortunately, many "mainstream teachers {are} untrained in working with language learners, and ESL and mainstream curricula {are often} not coordinated" (Harklau, 1994, p. 4), which rarely benefits LEP students. Fortunately, since it has been determined that learning how to help ESL students is one of the necessary competencies needed by all teachers, steps are being taken at the state level to address this issue: education students are now required to take a two credit course on the theory and methods of ESL/Bilingual education in an effort to raise awareness and action in this area.

Further, cooperation and communication are essential between ESL teachers and their mainstream counterparts in terms of working together to plan lessons from

which their LEP students can gain academically. Whenever possible, ESL professionals and mainstream teachers should make efforts at lesson planning collaboratively so LEP students receive content in first the mainstream classroom and later in the ESL classroom where the material can be reinforced, reviewed, and expanded upon. Such "integrated language and content instruction offers a means by which ESL students can continue their academic or cognitive development while they are also acquiring academic language proficiency" (Crandall, 1994, p. 2).

Another primary concern pertaining to the ESL classroom is assessment and placement in the appropriate ESL class, a process usually undertaken by ESL departments, often in tandem with school counselors and sometimes classroom teachers. Figueroa (1990) asserts that LEP students should be assessed in both L1 and in English, a feat attained only if the appropriate resources are available. Nevertheless, based on assessment results, ESL teachers are typically responsible for the "gatekeeping role in deciding which students {will} be placed in which {ESL} class" (Short, 1993, p. 3). Further, unlike "in the not too distant past, {when} students frequently entered and exited ESL/Bilingual (BE) education programs on the basis of their oral proficiency test scores" (Short, 1993, p. 3), assessment and placement in ESL classes are now measured more by reading and writing skills. ESL teachers also play an integral role in placing LEP students in appropriate mainstream courses, based largely on assessment results and personal observations; they are further responsible for sharing information about LEP students with mainstream teachers in a collaborative manner.

Once the LEP student has been placed in mainstream classes, another implication emerges, that of how mainstream teachers can assess students who cannot fully participate in the curriculum due to language barriers. Traditional techniques, such as paper-pencil tests or comprehension exercises, do not necessarily demonstrate understanding for students who are not yet literate in English, so to be assessed with traditional techniques would be inappropriate. A student's background also plays a role in assessment since "differences in language and culture influence how LEP students do in school and on various tests we generally use to evaluate students" (Geisinger & Carlson, 1992, p. 1).

One response to the issue of assessment in the mainstream classroom is to consider the use of alternative assessment strategies. "Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995, p. 213). A *non-verbal test* would be an example of an alternative assessment. Alternative techniques are "particularly useful with English as a second language students because {they} employ strategies that ask students to show what they can do" (Tannenbaum, 1996, p. 1). Placing the emphasis on each LEP student's own ability level offers mainstream teachers a way to assess them according to individual goals and criteria, thus providing teachers with a means to relieve the stress of assessment based primarily on native English speaking standards.

Another implication for LEP students in the classroom, specifically the mainstream classroom, is the existence of affective factors such as attitude and

motivation. These factors can be influenced by several ingredients ranging from cultural background to learning styles to individual personalities. According to Oxford (1989), "language learning styles and strategies appear to be among the most important variables influencing performance in a second language" (p. 5). An element related to affective factors is that of the frustration level of LEP students, especially in the upper grade levels. Frustration can be largely the result of mainstream teachers who, used to addressing native English speakers, "seldom adjust(ed) input to make it more comprehensible to L2 learners" (Harklau, 1994, p. 5) and often engage in using puns, sarcasm, irony, rapid speech, and digression during lessons.

Strategies Exist for Mainstream Teachers with LEP Students

As the number of LEP students in the U.S. continues to expand, content area teachers have to confront the issues related to those rising numbers. Increasingly, "what we ask our present and future teachers to know and do, and how we evaluate their preparedness, will have to change" (Moats, 2001, p. 9). Classrooms are becoming more cognitively, ethnically, and linguistically diverse, while more and more students are being identified as "at risk" due to factors, such as language and/or educational background. Further, according to Holt, Chips, and Wallace (1991), "the learning climate of the classroom is affected by the nature of the interactions among students" and "teachers and students need strategies that manage cultural and linguistic diversity in positive ways" (p. 1). In general, however, "English-medium classroom teachers are

becoming more aware of the need to structure classroom activities to allow students at all levels of English language proficiency to participate" (Cochran, 1989, p. 1).

Methods to facilitate the participation of LEP students include a variety of *classroom activities, theoretical approaches, and classroom strategies*. Based on the learning environment, i.e., grade level and content area course, teachers can *modify classroom activities* to make them more inclusive for all learners. Such modifications may include *adding more regalia to lessons, allowing students to demonstrate understanding in non-traditional ways, or developing individual objectives* for those students who are non-native English speaking.

Further, several researchers have discussed the benefits of using various *theoretical approaches* to better reach their LEP students. Such approaches include using a more "*integrated approach*" to presenting language and content area through instruction. According to Short (1991), "an integrated approach bridges the gap that often separates the language and the content classrooms," and "by utilizing an integrated approach, LEP students can begin academic studies earlier" (p. 1). Using an integrated approach requires the full cooperation between ESL professionals and mainstream teachers in terms of planning and expectations.

The Language Experience Approach and Cooperative Learning

Two other approaches to language learning include the Language Experience Approach (LEA) and Cooperative Learning (CL), both of which have been endorsed by researchers and teachers alike. LEA is essentially "an approach to reading

instruction based on {the} activities and stories developed from the personal {or group} experiences of the learner(s)" (Perez, 2000, p. 45). Too often, reading material in mainstream classrooms is too complex for LEP students, resulting in lack of comprehension and frustration for the learner. Further, the material that is out there for lower level or beginning readers is usually aimed at younger audiences and is both unappealing and inappropriate for older LEP students (Taylor, 1992).

Fortunately, LEA can aid mainstream teachers in the classroom by being used as a means to include LEP students in group situations based on common experiences. Since LEA is essentially based on using the learners' own words and schema to form a text, it is possible for mainstream teachers to conduct lessons using this format. To be more meaningful, the text should emerge from a natural context and have a genuine purpose; reading and writing in the content areas can be thus integrated into lessons. Since much of mainstream text material is not comprehensible to LEP students, Krashen and Terrell (1983) recommend two criteria for determining whether reading materials are appropriate for ESL learners: the reading must be 1) at a comprehensible level of complexity and 2) interesting to the reader. Using texts which have been generated by students in a non-threatening environment, guarantees that reading material meets these two criteria and is thus comprehensible to LEP students. (Krashen and Terrell's Natural Approach, as well as other approaches such as Communicative Competence, is based on the notion that communication is the primary function of language and theoretically holds possibilities for LEP students.)

Indeed, with careful planning and collaboration between ESL and mainstream teachers, LEA can be used successfully with LEP students in mainstream classrooms.

Another approach to language learning that has been successful with LEP students in mainstream classrooms is the Cooperative Learning Approach.

“Cooperative learning is now widely recognized as one of the most promising practices in the field of education” (Holt, Chips, & Wallace, 1991, p. 1). Thus, due to the nature of CL, in which students are assigned to groups and to roles within groups, LEP students can benefit in many ways. However, “differences in students’ English language proficiency makes it necessary for teachers to modify the methods to ensure that English language learners can participate fully with fellow team members” (Cooperative Learning, 2000, p. 1). The teacher’s facilitation of the lesson structure and content material is critical to the success of the cooperative group and the classroom activities. In addition to assigned roles, other techniques associated with CL include *non-verbal responses, turn taking, “roundrobin and roundtable” activities* (Kagan, 1989, p. 7), *jigsaw activities*, and *group presentations*.

The advantages of cooperative learning are numerous. According to Giraud (1997), “students who are at a disadvantage in terms of prior knowledge for a given domain of study can benefit from contact with students who are more skilled” (p. 2). While, Slavin (1981) asserts that “in addition to promoting learning, {CL} has {also} been found to foster respect and friendship among heterogeneous groups of students” (p. 2). Likewise, according to Kagan (1994), “cooperative learning provides a platform for instruction” (p. 47) for those LEP students who are dealing with the challenge of

learning social skills within a racially mixed environment. Additionally, for students who come from cultures in which cooperative interaction is the norm, working in groups and experiencing face-to-face verbal communication can be a familiar and effective way to learn. In short, "cooperative learning offers much to teachers who are trying to involve LEP students in all-English-medium classroom activities" (Cochran, 1989, p. 2).

In addition to classroom activities and theoretical approaches to learning, several *classroom strategies* exist which can be implemented by mainstream teachers in their classrooms to better serve their LEP students. According to Campbell (1996), "teachers who work successfully with {LEP} students use a number of strategies which can assist them in gaining content knowledge as well as increase their English language skills, both keys to later success in school" (p. 1). In fact, a plethora of classroom strategies abound, many of them derived from teachers' own experiences in their classrooms. Consequently, using teacher created and tested strategies with LEP students in mainstream classrooms is one of the most relevant and effective means of reaching these often disadvantaged students.

Subject-Area Strategies

LEP students typically spend most of their school day in mainstream classes. Math, science, social studies, and language arts form the core subject-areas for most students. Without resources, teachers in these subject-areas are often ill equipped to provide effective instruction to their LEP students. However, through collaboration,

cooperation, and planning on the parts of ESL professionals and mainstream teachers, strategies can be developed to help “equip them with skills that will help them achieve success in the mainstream classroom” (Tarey, 1988, p. 3).

Mathematics. “The language of mathematics has its own has its own special vocabulary, syntax, semantic properties, and discourse (text) features” (Bye, 1975, p. 2). However, due to the semiotic nature of mathematics, its language being based on symbols and signs, which are mistakenly presumed to be universal, there is a widely held myth that mathematics should not bear obstacles to learning for LEP students. “The chief justification given {for this myth} is that mathematics is a universal language, and, therefore an individual’s knowledge of it is not tied to a particular cultural language” (Mather & Chiodo, 1994, p. 2). Several aspects of the language and practice of mathematics do differ from culture to culture, however, and the implications of these cultural variances can affect an LEP student’s performance and progress in the mathematics classroom. Practices such as reading right to left, or comma use versus decimal point use may have to be explicitly taught to LEP students; they have their own cultural notions of the language and practice of mathematics and will rely on that by default if necessary. Mainstream teachers need to be aware of the many problems that may arise in terms of LEP students’ understandings of “the main components of language as it is used in the mathematics classroom... {specifically} vocabulary, syntax, semantic properties, and discourse” (Dale & Cuevas, 1987, p. 21).

As such, "it becomes obvious that special teaching strategies, methods, or both should be used when teaching mathematics to LEP students" (Mather & Chiodo, 1994, p. 7).

Many of the strategies that apply to the teaching of mathematical language, apply to other subject-areas as well. Strategies such as *group work, activation of prior knowledge*, coupled with the use of "*graphics, manipulatives, and other hands-on, concrete materials* {will} clarify and reinforce meanings in mathematics" (Tarey, 1988, p. 2) classrooms. A well-structured, clearly stated set of procedures and expectations, in addition to an understanding of the cultural differences in mathematical semiotics, will bode well for increased student comprehension as well as for teacher effectiveness with LEP students in the mainstream mathematics classrooms.

Science. Like mathematics, science has a set of concepts, procedures, and vocabulary terms specific to that subject-area. A mainstream science class, be it earth science, biology, or any other scientific discipline, has the potential to offer much to LEP students. The experiential nature of science provides opportunities for *modeling, observation, identification, inquiry, interaction, and hands-on involvement*: all elements of the science curriculum that LEP students should experience first hand and often. Fortunately, "current approaches to science and second language acquisition based on research and classroom practice indicate a set of cultural notions for relating science and ESL" (Tarey, 1988, p. 2).

Many of the same teaching strategies that exist for other subject-areas can be effective in the science classroom. *Group work, hands-on practice, labeling, diagraming, peer tutoring, and vocabulary development, i.e. flashcards, pictures, or graphics* are all strategies that the mainstream science teacher can use to help their LEP students grasp concepts. Additionally, "*science should be organized around common themes, such as weather*" (Schwartz, 2001, p. 2) which will place the vocabulary and concepts within a context making it more comprehensible to the student. *Integrating culture* as much as possible, as well as *creating a comfortable, non-intimidating classroom environment* are, as always, significant factors in helping LEP students feel confident and motivated to learn.

Social Studies. Social studies is another subject-area of concern in K-12 settings, particularly at the secondary level. Historical facts, geography, and U.S. citizenship are the primary areas of study in social studies classrooms, and, again, many teaching strategies can be used to provide a supportive atmosphere for LEP students. In addition to the aforementioned strategies, particularly LEA and CL techniques, mainstream teachers can also *incorporate visuals, timelines, dioramas, photographs, mapping activities, drama, video, and music into lessons* to make the material more meaningful to LEP students. Further, the use of *graphic organizers* is also a way to help LEP students understand relationships, categories, and time frames. Additionally, the *inclusion of all four modalities* (reading, writing, speaking, and listening) lends itself well to the study of social studies; many lessons can be designed

to integrate activities using these modalities in ways which can access LEP students' background knowledge and cognitive skills.

Language Arts. The final subject-area of concern to LEP students is language arts, the most linguistically oriented area of all mainstream classes. Often, LEP students either do not attend mainstream language arts classes or they attend them in tandem with ESL classes. Rather, many LEP students study English grammar, literature, vocabulary, reading and writing skills, poetry, and drama in their ESL classes. Nevertheless, with the appropriate conditions, the mainstream language arts classroom can be an environment in which LEP students can actively participate and gain an appreciation of the linguistic aspects of the English language.

To conclude, owing to the increasing presence of LEP students in American classrooms, it becomes clear that it is the joint responsibility of higher education professionals, school administrators, ESL educators, and mainstream teachers to provide and participate in training and support for those who work closely with LEP students. In short, "students are better served when teachers approach the learning environment with adequate and effective preparation and training" (Hall-Haley, 2000, p. 6). Thus, equipping mainstream teachers with practical strategies to use with their LEP students in busy English-medium classrooms is perhaps the most important component in the effort to better help prepare and train them for working with LEP students.

Chapter 3

METHODOLOGY

In an effort to gain insight into content-area teachers' practices with their LEP students, the following data was collected through a series of interviews with 10 teachers at the middle school level, grades five through eight specifically. The interview subjects have all had one or more LEP students in their classrooms at almost any given point in their teaching careers, and all can attest to the increasing numbers of second language learners each year in their classes. The participants were each asked a set of 12 questions relating to their experiences with LEP students in their mainstream classrooms; they were also asked to describe their feelings and observations regarding these experiences. Each teacher was further encouraged to share a story about a particular student in which the teacher felt he or she had been successful. The contention of this researcher is that these *success stories* can contribute to the success of other educators in similar educational settings. Reason tells us that those strategies which have worked for one teacher would most likely work well for other educators who are teaching under similar conditions.

With that goal in mind, the following ethnographic profiles are presented for the purpose of providing the reader with meaningful background information on each

of the teachers who were interviewed. Knowledge of their teaching situations at the time of the study may be helpful when examining their use of particular strategies, as interpreted through the cognitive, affective, and psychomotor domains.

Additionally, as part of this research, an attitudinal survey was also administered to teachers from both middle schools in an effort to gather further data. An analysis of the attitudinal survey questions will also be provided as a means to assess the participants' attitudes, feelings, and experiences with LEP students.

Background to Interview Participants

To protect the privacy of the interview subjects, certain identifying details been changed. However, all of the interview subjects have several common denominators. They are all teachers in a small first ring suburban school district outside of Saint Paul, Minnesota. The school district consists of eight schools: 5 elementary, 2 middle, and 1 high school, and during the 2000-2001 school year, there were 4,925 students enrolled in the district. There are approximately 40 teachers employed between both middle schools. All of the teachers interviewed teach at one of the two newly built middle schools, which house approximately 1,500 students in grades five through eight. The teachers represent a cross section of grade levels and subject areas within the middle school setting, and all of them have had at least minimal experience with LEP students. They would all be considered "mainstream" teachers. The participant demographic is shown in Table 2.

Table 2

Grade Level and Subject-Area Distribution of Mainstream Teachers
(interview participants)

Grade(s)	Subject
5	Regular Education (Reg. Ed.)
6	Regular Education
6	Music
7	Science
7	Art
7/8	Language Arts
7/8	Family & Consumer Science
8	Social Studies
8	Math
8	Health

Participant Profiles

Mrs. Riley has been teaching for more than 25 years. She has taught grades three through six and has worked at only three schools throughout her teaching career; the last two positions have been within the district under study here. At the time of the interview, Mrs. Riley was teaching fifth grade and in her second year at M.S. 2; she was an extremely energetic and innovative educator. Mrs. Riley was one of the most outspoken and interested participants in the study, and she contributed a wealth of information to the research.

Like Mrs. Riley, Ms. Jackson has been teaching for over 20 years. At the time of the study she was teaching sixth grade at M.S. 1, the smaller of the two middle schools. Ms. Jackson admitted to being something of a disciplinarian with her mainstream students, but she confessed that she was often more lenient with her LEP students. Ms. Jackson frequently strived to find resources and to provide an appropriate curriculum for her L2 learners, which was often difficult and time consuming.

Ms. Dumont has been teaching Music for more than 15 years; at the time of the research, her largest group of students were sixth graders. With a somewhat less demanding curriculum than core subject area teachers, Ms. Dumont was able to concentrate on providing a more hands-on approach for her LEP students.

Mr. Davis was an extremely popular seventh grade Science teacher at M.S. 1; he also coached athletics both within and outside of the district and had worked with several LEP students within that context in addition to inside his classroom. Mr. Davis had been teaching in a junior high setting for six years, and he could be described as having a realistic and practical approach for working with second language learners.

Mrs. Rockvam was in her fifth year of teaching at the time of this research and taught seventh grade Art at M.S. 2. She was able to provide a hands-on approach to her curriculum, and she worked well with LEP students.

Mrs. Lincoln was a 35-year veteran educator who was teaching seventh and eight grade Language Arts at M.S. 1 at the time of this research. She had been in the same district her entire teaching career, and despite the temptation to “rest on her

laurels" in terms of lesson planning, Mrs. Lincoln continued to challenge herself as well as her students to strive for success. Although she was accustomed to reinventing herself in the classroom, Mrs. Lincoln was struggling to adapt to the increasing numbers of LEP students in her classes and their lack of English language literacy. Consequently, she relied heavily on the ESL teacher for assistance and ideas.

Mrs. Crandall was another 30-year veteran who was set to retire at the end of the school year. She was a well-loved seventh and eighth grade Family and Consumer Science teacher at M.S. 2. Mrs. Crandall's curriculum consisted mainly of family and self esteem issues, as well as hands-on experience making food in the kitchen. Over the years, Mrs. Crandall had become used to having LEP students in her classes due to the hands-on nature of the curriculum. She was a compassionate educator and provided a comfortable classroom atmosphere.

Mr. Kray had been teaching Social Studies for eight years at the time of the interview, and he was in his second year at M.S. 2. He was enthusiastic, popular, and dedicated to reaching out to all students. Since Social Studies was a required course for all seventh and eighth graders, so Mr. Kray inevitably saw many LEP students in his classes every year.

Mr. Anderson was another retiring teacher at M.S. 1; he was in his 29th year of teaching at the time of this study. The nature of his subject area, mathematics, dealt primarily, though not solely, with numbers and problem solving. Mr. Anderson was often at a loss as to how to reach his English language challenged students; nevertheless, he consistently provided them with a warm environment.

Ms. Lee was an eighth grade Health/P.E. teacher at M.S. 2; she had been teaching for more than 15 years at the time of her interview. Although she was usually willing to modify and/or accommodate her LEP students, due to the often difficult and culturally sensitive subject matter of her courses (mainly Health related topics), she primarily left it up to the ESL teacher to make the modifications to assignments. Health/P.E. are required courses for all middle school students, and Ms. Lee usually had several LEP students in class at any given time.

Background to the Interview Questions

The teachers involved in this study, were all employed at one of two middle schools at the time of the research. They were asked to participate in this study via an informational interview consent form sent out by the ESL teacher at the two middle schools. The consent form explained the rationale for the interviews, as well as the procedure to be followed. It explained how the teachers would be asked a series of interview questions relating to their perceptions of and experiences and success with LEP students in their classrooms. Of the 40 interview consent forms that were distributed in the early spring of the 1999-2000 school year, 21 teachers responded in the affirmative and agreed to be interviewed; 7 people said no, and 12 people failed to respond at all. Of the 21 affirmative responses, 11 of the respondents were not ultimately interviewed due to either follow up failure, lack of time, or a change of mind. In the end, 10 actual interviews were conducted between the teachers of both middle schools.

The interview consisted of a series of 12 questions: 8 open ended questions requiring a yes/no response, 2 questions requiring a descriptive response, and 2 questions requiring example responses. The focus of the interview questions was based on research gained through an attitudinal survey administered by this researcher to the teachers prior to the actual interviews. Approximately 20 teachers responded to a set of 34 survey questions (see Appendix A) requiring the survey respondents to rank a response ranging from *strongly agree* (SA) to *strongly disagree* (SD). The survey questions were designed to gauge the teachers' knowledge of and attitudes toward LEP students. The interview questions were thus informed by the attitudinal survey responses.

Interview Question Analysis

Question #1 asks teachers about the average number of LEP students in their classrooms throughout a typical school year. It is useful to try and obtain a general idea as to an average number of LEP students in mainstream classrooms as this information often determines lesson planning for individual teachers, as well as indicating to school administrators as to the demographic make-up of classrooms in the district.

Question #2 asks teachers if LEP students, particularly newcomers to the U.S., present a challenge to them in the classroom. This significance of this question is that by gaining an awareness of the challenges of mainstream teachers with their LEP

students, ESL teachers, school administrators, and mainstream teachers can more appropriately respond to these demands.

Question #3 requests that teachers describe particularly challenging situations in the classroom by citing specific examples or experiences. These situations may often be common to most teachers, which establishes that where there is commonality, there is relevance.

Question #4 requests information about the degree of success the teacher feels they have had with their LEP students in the classroom. It attempts to get at the underlying source of success for the purpose of extracting that which may be useful to others.

Questions #5 takes the previous item further in that it asks the teacher to cite an actual "success story" from their among present or past LEP students. It also inquires about specific strategies that the teacher used to encourage success and about why the teacher feels that particular student achieved it.

Question #6 is a query concerned with why some LEP students may not have achieved academic success and why that was the case. This question attempts to reveal those outside factors which very often affect a student's performance in the classroom; language acquisition is often directly related to the amount of support in gets in all situations.

Question #7, perhaps the most pertinent, is a request regarding those specific teaching strategies that teachers have employed with success in classrooms with LEP students. It further asks for information about the outcomes of using those strategies.

Empirical data gathered from real-life situations may yield valuable insights as to those strategies that are reliable and practical for similar situations.

Question #8 asks the interview subjects to relate those strategies they would recommend to others and why they would do so.

Question #9 concerns the modification and accommodation of curriculum teachers may have made with their LEP students. It asks them to explain why they may have found it necessary to do so and what specific steps they took to make the modifications and accommodations to their curriculums.

Question #10 relates to the relevancy of an LEP student's cultural background and how this background may be accessed for the benefit of all students in the classroom. Modern sensibility asserts the importance of valuing all students' cultures and languages with the assumption that those affective factors, which relate to language acquisition, figure prominently in a child's ability to succeed academically.

Question #11 asks about if and to what extent the interviewees have had overt instruction on how to work with LEP students. This instruction may have taken place in any number of situations such as through college course work, staff development, or through some other type of professional development workshop. Again, this type of question may elicit informative data as to the extent to which this issue is currently being addressed in both the teacher-training phase and the professional academic setting.

Question #12 relates to the previous question in that it discusses the value of attending teacher-training workshops where practical strategies and cultural

implications are the focus. It further asks about the type of topics that would be deemed most worthwhile in such a workshop and why they would be considered most relevant. This information would be invaluable to one attempting to address the many implications of teaching LEP students in mainstream classrooms.

Background to Survey

The survey participants, a random sampling of 19 of the district's middle school teachers, were asked to complete a 34-question survey related to their knowledge of and attitudes towards LEP students. The questions required a ranking from SA (Strongly Agree) to DK (Don't Know). The purpose of the survey was to gather qualitative data, which would then provide enough information to shape and focus the forthcoming interview questions. The survey questions pertained to many different aspects of the experience of working with LEP students, and the results yielded instructive information.

Chapter 4

RESULTS

As part of this research, 10 mainstream middle school teachers agreed to be interviewed. They were asked 12 open-ended questions relating to their experiences with LEP students in the classroom. The content of the questions ranged from describing how LEP students can be challenging to curriculum modifications to the relevance of culture in the classroom. Two questions in particular were designed to gain explicit data: question number five asked teachers to describe a *success story* with an LEP student, and question number seven asked them to discuss specific teaching strategies they have used with LEP students in the classroom. Rather than a discussion of each individual success story, that data has been organized into a compilation of common characteristics and practices, evinced by both the teachers and their “successful” LEP students. The success story data is based on observations mainstream teachers have made of their LEP students who have shown progress and/or done well in their classes. The specific strategies that mainstream teachers have used have been categorized according to content area, as well as by domain, whenever possible (see Appendix D). The responses to the remaining interview questions have been integrated into this chapter as well.

Success Story Results

Success in the classroom can be a complex phenomenon to describe. The tangibility of achievement is traditionally seen as good grades, passing scores, and completion of assignments. Success, however, can also be measured by less concrete demonstrations, such as mastery of small tasks, improved performance, and growing confidence in the classroom. Being successful can be something as fundamental as moving from the receptive stage of language learning, the "silent period," to the early speech production stage; it can be as sophisticated as giving a speech in front of one's peers for the first time.

For the purpose of clarification, a working definition of success is presented here: success can be illustrated by observing students show improvement in reading, writing, listening, and comprehension; seeing students demonstrate their understanding of vocabulary and mastery of concepts and/or skills; and, recognizing that students are able to do grade level work and/or are meeting pre-set goals. With LEP students, a definition of success would also include aspects of increased verbal proficiency, i.e., students may begin to speak more, and with increasing fluency, due to their desire to communicate with L2 speakers.

Of the 10 middle school teachers that were interviewed for this research, eight of them were able to recall instances where they felt they had worked successfully with LEP students, while two of the teachers felt that they had yet to achieve success with an LEP student. Most teachers could describe specific students and experiences, and they were all enthusiastic in doing so. Nevertheless, each of the teachers seemed

to agree that success with their LEP students was based on a number of factors and the result of genuine efforts by the teachers and students themselves.

Many researchers have acknowledged that a learner is affected by his or her emotional state; they posit that one's perceptions and feelings can influence language acquisition and learning. Most notably, Krashen and Terrell via their Natural Approach, have put forth the theory that language learners have a "filter" which can be either raised or lowered depending upon their environment and anxiety level. The premise of this *Affective Filter Hypothesis* is that to gain useful input, the affective filter must be lowered so the learner will be open to receiving the information. If the filter is raised, the input will not benefit the learner.

One of the chief characteristics of a successful learning situation is for the teacher to work towards creating a low-anxiety environment in which the LEP student can lower their affective filter and receive comprehensible input. Based on the mainstream teachers responses to interview question #5, in which they were asked to describe a *success story*, this characteristic, a low-anxiety environment, emerged as arguably the most important ingredient in helping their LEP students achieve success.

Overwhelmingly, the mainstream teachers felt that their efforts at 1) making LEP students feel welcome in the classroom, 2) acknowledging them as individuals, 3) valuing their cultural backgrounds, 4) encouraging interaction with their peers, and 5) giving them individual attention all contributed to their LEP students' success. Additionally, a few of the teachers mentioned the importance of the teacher taking the extra time to research and administer alternative, appropriate materials, at the student's

level, as a vital component in the success of their LEP students. They also felt that it was the responsibility of the teacher to provide effective learning opportunities whenever possible.

The other, most striking, characteristic of successful LEP student-mainstream teacher situations is that of the student's role in relation to affective factors. Within the Natural Approach, affective factors are generally defined as self-confidence, motivation, and state of anxiety. In response to the interview question asking about success stories, all of the mainstream teachers cited these factors as being integral to the success of the LEP student.

In terms of self-confidence, the mainstream teachers conceded that although many of their LEP students, especially newcomers, were shy and reserved in class, as time went on, they generally began to exhibit increased confidence in those tasks that they could handle. The most successful students were those that were risk-takers and who felt assured that they would eventually be able to grasp classroom activities and academic concepts. The teachers also felt that their successful LEP students were those who, when necessary, displayed their self-confidence by taking initiative, assuming responsibility, and asserting themselves, i.e., asking teacher or peers questions, volunteering, speaking in a group.

Further, the LEP students who had been described as successful were clearly noted for their high levels of motivation. According to the mainstream teachers, their motivated LEP students displayed a sincere desire to learn quickly, to do as much as they could with whatever skills they possessed, and to pay close attention to the

teacher in an attempt to comprehend speech and directions within lessons. Also, the motivated LEP students often looked to L1 speaking peers for explanations, translations, and support.

Lastly, in response to the interview question on success stories, mainstream teachers discussed not only what they did for their LEP students in terms of reducing the students' levels of anxiety but also what steps the students themselves did to remain at ease, focused, and receptive in the classroom. Measures that the mainstream teachers observed their LEP students doing included 1) seeing students take the time to record daily assignments (often as a way to be active when they could not otherwise participate), 2) observing them confer with native language speaking peers in order to better understand classroom activities, 3) noting how LEP students often used bilingual dictionaries and sought out bilingual materials, 4) being mindful of how LEP students looked to bilingual classroom aides with questions, for clarification, and for homework help, and 5) watching how LEP students sought out places of quiet in the classroom in order to avoid being overwhelmed.

Interview Results

Further data gained from the interviews included responses to the remaining interview questions. Those responses are outlined here on a question-by-question basis.

Question #1 concerns the average number of LEP students each mainstream teacher typically had in class each year. The average number per year was three, although the range was from one to six.

Question #2 and #3 concern the issue of if and how teachers have been challenged by having LEP students in their classrooms. All of the teachers responded in the affirmative as to the question of it being a challenge, and they offered examples as to how it could be a struggle. One of the biggest issues was the language barrier; the obvious inability to communicate beyond the kinesthetic level caused frustration. Another issue was not knowing the student's educational and linguistic background and abilities, making it difficult to set goals and expectations. A third challenge was devising a modified curriculum and finding enough resources and time to carry it out. Teachers also discussed how vocabulary and content area concepts were difficult to convey; they knew that students often did not benefit from lecture style instruction. Cultural differences had also contributed to misunderstandings in the classroom but not to a detrimental extent.

Question #4 simply concerns whether teachers have achieved some degree of success with their LEP students, and most teachers consented to this notion.

Question #6 deals with mainstream teachers *not* achieving a degree of success with their LEP students. Most of the teachers admitted that they have had situations in which, for a variety of reasons, they have seen LEP students struggle and/or fail. Not surprisingly, the teachers attributed a lack of parental support as one of the main reasons for student failure. Although many teachers said they understood the

circumstances faced by families, i.e., language barriers, work commitments, and cultural misunderstandings and attitudes, they were often dismayed by the absence of parental involvement and consistency regarding their child's education. Teachers also cited a lack of motivation, discipline, and effort exerted by their non-successful LEP students, as well as recurrent behavior or attitude problems, as factors which hindered their students' level of achievement in the classroom. Frequent absences and itinerant circumstances also played a role in hampering success.

Question #8 asks teachers to recommend strategies that have worked for them in reaching their LEP students, as well as an explanation as to why these particular strategies may be helpful to others. Some of the most common strategies included:

- 1) pairing LEP students with a "buddy" (preferably one with a shared L1);
- 2) giving extra time for or alternative assignments; 3) using translators, reading buddies, and tutors; 4) administering an alternative or individualized curriculum;
- 5) breaking down the regular curriculum into manageable parts; 6) cooperative group work; 7) including students in demonstrations and modeling activities; and
- 8) accessing the student's home culture and having them share it with their English speaking classmates.

The teachers generally concurred that based on personal experience, these strategies have been proven successful, so they would likely be effective for others.

Question #9 deals with modifications to the curriculum to accommodate LEP students. It is here where the distinction between strategy, modification, and accommodation begins to blur; however, generally speaking, a *modification* is defined

as a change in academic content or format, while an *accommodation* is a physical alteration, such as a change in setting or use of translated material. A *strategy* is simply a way to manage a situation using the resources at hand.

Modifications and accommodations obviously depend upon the ability level of the individual student, so the following suggestions are very general. However, some of the modifications discussed by the teachers included: 1) not grading assignments, 2) allowing students to turn in assignments again after seeing the teacher's comments, 3) being responsible for copy work alone, 4) giving extensions and/or excusing assignments altogether, 5) modifying the length and content of assignments, and 6) grading students according to individual objectives as opposed to class expectations.

Some of the accommodations mentioned by teachers included: 1) small group settings, 2) use of bilingual materials, i.e., tapes, dictionaries, glossaries in texts, 3) seating arrangements in the classroom, 4) allowing students to rely on interpreters to complete assignments, 5) allowing students to turn in assignments in their native language, 6) giving students leeway when taking tests, i.e., open book, and 7) "unofficially" allowing students to benefit from special education measures such as small group work and help from special education paraprofessionals (a more discrete accommodation to be sure).

Question #10 concerns the relevance of cultural background to success in the classroom. Virtually all ten mainstream teachers confirmed the importance of acknowledging and valuing their LEP students' native cultures as a means to build

pride in their heritage, as well as the self-confidence that comes from being an “expert” on something and being able to share that with the classroom community. The teachers also suggested several projects, such as a doing a family tree or a family coat of arms, mapping activities, incorporating food, holidays, and customs as ways to tap into culture and provide a context-rich environment which contributes to classroom success.

Question #11 concerns whether the mainstream teachers have ever had any overt training in dealing with LEP students either through college course work, workshops, or staff development opportunities. Virtually none of the 10 teachers had ever received training or instruction in how to work with LEP students.

Question #12 asks about the validity and benefits of attending such workshops and what types of topics the mainstream teachers would like to see addressed. Again, all ten teachers felt that workshops on how to work effectively with LEP students would be valuable and useful to them in the classroom. They suggested the following workshop components as important to them: 1) access to relevant materials, 2) help with ways to communicate with parents, 3) obtaining practical teaching strategies for use in their classrooms, 4) cultural information, 5) networking opportunities for teachers, 6) reading, writing, and phonics ideas, 7) ways to learn how to collaborate with ESL professionals, and 8) assessment techniques.

Survey Results/Analysis

Of the 40 teachers at the two middle schools, 19 of them agreed to complete the survey questionnaire. The following is an item-by-item analysis of the survey questions and responses, as interpreted in Table 2.

Items 1 and 2 ask the participants if they have had LEP students in their classes in the past and to indicate an average number per year. Virtually all of the 19 mainstream teachers confirmed that they have had LEP students in their classes. While 42% of the teachers have between 2 and 3 LEP students per year, 37% have between 0 and 1 per year, and 21% have 4 or more LEP students in class per year.

Item 3 asks teachers if they think their *own* experiences in language learning make them more effective teachers when working with LEP students. Not surprisingly, 79% of the teachers either agreed or strongly agreed that their own experiences benefited their LEP students, 16% didn't know, and 5% disagreed.

Item 4 asks teachers if they consider it a challenge to work with LEP students, and 95% of the teachers either agreed or strongly agreed that it was challenging. Such a high percentage of affirmative responses soundly confirms what is commonly known among mainstream and ESL educators.

Item 5 asks teachers if they have ever made accommodations for their LEP students. The percentage of affirmative responses to Item 5 is identical (95%) to the previous item. These responses indicate that many mainstream teachers recognize the need for accommodations and intentionally make them in their instruction to benefit their LEP students.

Item 6 asks teachers if having LEP students in class entails more work for them, and 53% of the teachers agreed and 42% strongly agreed that they did have to give extra effort with their LEP students, only 5% disagreed.

Item 7 asks if the teacher does *not* need to change their teaching methods to accommodate LEP students. Happily, 89% of the respondents either disagreed or strongly disagreed with not having to change their teaching methods, only 11% agreed. Such a high percentage of negative responses to this item indicates that mainstream teachers do acknowledge that they do need to make changes when working with LEP students.

Item 8 is about whether mainstream teachers use specific ESL strategies with their LEP students. The results were mixed with 21% of the respondents either agreeing, disagreeing, or strongly disagreeing that they use ESL strategies; 32% of the teachers replied that they did not know if they were using them. The responses to this item tell us that some teachers are actively using ESL strategies, but that at least one third of the sample group did not know if they were using them or not. This information suggests that mainstream and ESL teachers must collaborate for the benefit of the LEP student, and the ESL teacher may have to be the impetus for such a partnership.

Item 9 asks teachers if they would use recommended classroom strategies with their LEP students if available. A full 100% of the teachers either agreed or strongly agreed that they would use them. This response attests to the teachers' willingness to

take advantage of practical tools to better serve their LEP students; it also illustrates the professionalism of many mainstream teachers.

Item 10 inquires about teachers being able to use ESL strategies with non-LEP students. Research into language acquisition suggests that ESL strategies often benefit all students in the classroom. Indeed, 42% of the teachers indicated that they agreed in the usefulness of ESL strategies, while 58% said they didn't know. This data shows that more mainstream teachers need to be informed as to how they can employ ESL strategies for all of their students.

Item 11 deals with whether the respondent has ever had an education class that has prepared them for working with LEP students. The majority, 79% of the teachers either disagreed or strongly disagreed with this item. Typically, many teachers feel unprepared to work with LEP students; they have been ill prepared in terms of college coursework. However, recent requirements for education majors have been put in place, so all new teachers should be more familiar with working with LEP students in the future.

Item 12 asks if LEP students can learn more English by interacting with English speaking peers in an English-speaking environment. A large number, 95%, of the teachers responded in the affirmative to this item. Studies have shown that daily contact with the target language improves acquisition.

Item 13 asks if the teacher agrees that LEP students learn as well as their mainstream students and that they do nothing different for them. Fortunately, 84% of the teachers disagreed or strongly disagreed with this statement.

Item 14 states that by understanding the LEP students' language, the mainstream teacher would be more effective with them in the classroom. About two-thirds, 63%, of the teachers either agreed or strongly agreed with this item. Common sense confirms that a mutual language is beneficial to communication.

Item 15 states that mainstream teachers should *not* have to modify their curriculums to accommodate LEP students, and 79% of the respondents either disagreed or strongly disagreed with this statement. Many teachers realize that they do have to be willing to make adjustments for certain students.

Item 16 states that LEP students should be placed in the grade level appropriate to their level of English proficiency, regardless of their age. Again, about two-thirds, 63%, of the teachers either disagreed or strongly disagreed with this item, 21% said they didn't know, while only 16% agreed or strongly agreed. Students should be placed age appropriately whenever possible; affective factors influence language acquisition and being older than one's peers may inhibit learning.

Item 17 states that the mainstream teacher should call on the ESL teacher to facilitate the learning of content material, and 79% of the teachers either agreed or strongly agreed with this statement, 16% didn't know, and 5% disagreed. From this data, one can infer that most mainstream teachers see the ESL teacher as a resource for content, as well as for language, instruction.

Item 18 asks if the ESL teacher should directly teach content material. This item elicited a wide range of responses with 37% of the teachers in agreement, 26% in disagreement, 16% in strong agreement or not knowing, and 5% in strong

disagreement. One can infer that mainstream teachers feel that ESL teachers should be responsible for making the content input comprehensible for students. This position has validity but is not always an option.

Item 19 relates to Item 10 with regard to the benefit of ESL teaching strategies for non-LEP students, and 53% of the respondents agreed, while 42% didn't know.

Item 20 asserts that cultural differences do *not* affect an LEP students learning. A majority of 95% of the teachers either disagreed or strongly disagreed with this assertion, while 5% didn't know. Such a high percentage indicates a strong sense of cultural awareness among the respondents.

Item 21 states that the degree of difficulty when working with LEP students depends upon their level of English language proficiency, while 89% of the teachers either agreed or strongly agreed with this statement, and 5% disagreed or didn't know.

Item 22 asserts that LEP students can acquire language simply by being in the mainstream classroom. To this item, 68% of the teachers responded in the affirmative, 21% disagreed, and 11% didn't know. Submersion in the target language and interaction with peers results in natural acquisition on many levels.

Item 23 is related to Item 20 with regard to the role of culture in the classroom, and 89% of the respondents either agreed or strongly agreed that culture does play a vital role.

Item 24 asserts that LEP students will *not* understand content area subjects if they are not proficient enough in English to fully participate in classroom activities. Interestingly, 63% of the respondents either agreed or strongly agreed with this

assertion, while 32% either disagreed or strongly disagreed. Almost two-thirds of the respondents feel that students will not understand content without language proficiency; this suggests a need for more resources from which mainstream teachers can draw for support. Almost one-third of the respondents affirm that students can learn despite language barriers.

Item 25 is similar to Item 14 in that both items ask about the relationship between knowing a common language in terms of being a better or more effective teacher for LEP students, and 68% of the teachers agreed or strongly agreed in the value of knowing at least some of the native language of their LEP students.

Item 26 states that the LEP student's literacy level does *not* impact their success in the mainstream classroom. The majority of the teachers, 79%, either disagreed or strongly disagreed with this statement, while 21% didn't know. Research has shown that L1 literacy does play a role in the degree of success in L2. Students who have had little or no education in their first languages often face more challenges than those who can read and write in their native language.

Items 26-33 all deal with how LEP students learn best. Seeing demonstrations, using manipulatives (hands-on activities), doing group work, and getting written instructions (hand-outs) for assignments all ranked highly as ways for LEP students to learn best. Reading, listening to explanations, and doing individual work did not rank highly as ways for LEP students to learn best. These data show that mainstream teachers are aware of the importance of Cooperative Learning and Whole Language

techniques; they seem to understand the value of how interaction and physical movement can impact learning.

Item 34 asserts that mainstream teachers could benefit from workshops on how to work with LEP students in their classrooms. An overwhelming 95% of the teachers responded in the affirmative as to the value of this type of workshop. The high percentage of agree or strongly agree remarks confirms that most teachers want more resources and are willing to take advantage of information if it is available.

Chapter 5

CONCLUSION AND RECOMMENDATIONS

Conclusions

In reviewing the survey and interview data derived from research gained at two suburban Minnesota middle schools, this researcher has made two deductions. First, it is clear that due to the increase in linguistically diverse classrooms, mainstream teachers are struggling with the issues surrounding how to provide effective instruction for their LEP students. Second, based on review of the interview data, as well as on research data, it is also apparent that although many mainstream teachers have adapted to this demographic shift, others feel that there is room for improvement in learning how to work effectively with their LEP students.

The survey, which consisted of 34 questions related to the implications of LEP students in mainstream classrooms, was designed to assess teachers' knowledge of and attitudes towards their LEP students. Its responses yielded revealing information regarding mainstream teachers' experiences and perceptions when working with LEP students.

In general, several conclusions can be made regarding the survey results. First, most teachers have had experiences working with LEP students, and most concede that

it has been challenging to provide effective instruction. Second, although most teachers admit that providing special modifications or accommodations entails more work for them in terms of planning, etc., they still maintain that it is time well spent for the benefit of their LEP students. Third, most teachers agree that they must take a role in changing their teaching methods to accommodate their LEP students, yet most have not had courses in which they have been prepared for this task. Fourth, although some teachers responded that they do use specific strategies with their LEP students, twice as many disagreed with this assertion, while several admitted that they did not know if they used specific strategies; the majority of the teachers expressed interest in learning about the strategies if they were made available to them and that they could also use them with their mainstream students.

Fifth, the majority of mainstream teachers agreed with the following items: LEP students can learn more English through interaction with English speaking peers, that knowing another language would make them more effective teachers, that mainstream teachers *should* have to modify work to make it more comprehensible to their LEP students, and that cultural differences do affect the learning and acquisition of another language. Sixth, the mainstream teachers also agree that a student's level of English proficiency dictates the degree of difficulty in working with that student and that LEP students will not understand the course content if they are not yet proficient enough in English to participate in the curriculum. Seventh, the majority of teachers also agreed that L1 literacy level does impact their level of success in mainstream classrooms.

Eighth, the teachers also responded to questions regarding how LEP students learn best, and these strategies included seeing demonstrations, using hands-on materials, doing group work, and getting written instructions (i.e., hand-outs) for assignments. They indicated that reading, listening to explanations, and doing individual work were the least effective strategies for learning. Lastly, the mainstream teachers all agreed that they could benefit from workshops dealing with how to work with LEP students in mainstream classrooms.

In terms of the conclusions one can draw based on the interview results, most teachers concurred on several accounts. Again, they all agreed that LEP students, especially newcomers, can be challenging to work with, and most could describe specific instances of this. Further, most teachers agreed that they have, in fact, achieved varying degrees of success with their LEP students, and several were able to illustrate their own "success stories" with LEP students. However, a small percentage of teachers conceded that they have had experiences where, despite effort on the part of both teacher and student, they felt unsuccessful, usually as a result of several affective factors. Nevertheless, most of the interviewees were able to describe a number of teaching strategies that have helped them work with LEP students and that they could recommend to others. Also, teachers were asked about the relevance of cultural background to success in mainstream class, and all agreed that, if properly accessed, cultural background could benefit students on many levels. Lastly, teachers were asked about their own level of instruction in working with LEP students and if they feel such instruction would be valuable to them; again, overt instruction in

working with LEP students was rare, yet all felt this type of instruction would be beneficial to their teaching.

Based on the qualitative data gathered and reviewed by this researcher, it is suggested that support for mainstream teachers does exist in their attempts to work with second language learners. The interview data clearly showed that, despite the many challenges mainstream teachers face everyday, teachers are taking action in terms of finding instructional strategies to use with their LEP students.

Recommendations

This researcher recommends the following measures be taken for more successful classroom experiences with LEP students: 1) mainstream teachers, as well as ESL professionals, must make efforts to work collaboratively with each other, as well as with other school personnel involved in educating LEP students, 2) mainstream teachers must also acknowledge that LEP students may need certain modifications and accommodations with school work, and they must be willing to use strategies to direct that instruction, and 3) school districts should provide the support for educational workshops for mainstream teachers who work with LEP students. Such workshops should include the following components: language acquisition process, ESL methodology and terminology, cultural considerations, and discussion of instructional strategies. If workshops are informative and constructive, they can foster communication, enthusiasm, and interest among mainstream teachers.

The compilation of classroom strategies contained herein is certainly not comprehensive or all-inclusive. New strategies are constantly being born of the creative adaptations that mainstream teachers make through trial and error while working with LEP students in the classroom. This researcher's attempt to compile several teaching strategies into one handbook is the result of her own experiences working with mainstream teachers at the secondary level. She encourages mainstream teachers to look over the strategies, try them in the classroom, and consider them to be a jumping off point for their further actualization as key figures in the academic development of their LEP students.

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APPENDIXES

APPENDIX A

Survey Questions

This survey is to assess your knowledge of and attitudes towards Limited English Proficient Students (LEP) and English as a Second Language (ESL). The term *classroom* refers to those learning environments in grades 5-8, and the term *mainstream* and *content area* may be used interchangeably when referring to core courses, such as science, math, language arts, and social studies.

Directions: Circle the letter next to each question which best describes your knowledge of or attitudes toward LEP students and ESL teaching.

Choose from the following choices:

- SA Strongly Agree
- A Agree
- D Disagree
- SD Strongly Disagree
- DK Don't Know

- | | | | | | | | | |
|-------|------------------------------------------------------------------------------------------------------------------|-----|----|-----|-----|----|--|--|
| 1. | I have had LEP students in my classes in the past. | Yes | No | | | | | |
| 2. | Circle the number of LEP students you typically have each year. | | | 0-1 | 2-3 | 4+ | | |
| <hr/> | | | | | | | | |
| 3. | If a person has had experience learning another language, they will be a more effective teacher of LEP students. | SA | A | D | SD | DK | | |
| 4. | I feel it is a challenge working with LEP students. | SA | A | D | SD | DK | | |
| 5. | I make or have made accommodations for my LEP students. | SA | A | D | SD | DK | | |
| 6. | Having LEP students in my classroom entails more work for me. | SA | A | D | SD | DK | | |
| 7. | I do not need to change my teaching methods in any way to accommodate my LEP students. | SA | A | D | SD | DK | | |
| 8. | I use specific ESL strategies when teaching my LEP students. | SA | A | D | SD | DK | | |

- | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------|
| 9. If available, I would use classroom strategies that are recommended for working with LEP students in the classroom. | SA A D SD DK |
| 10. I can use ESL teaching strategies with my non-LEP students. | SA A D SD DK |
| 11. I have had an education class that has prepared me for working with LEP students. | SA A D SD DK |
| 12. LEP students can learn more English by interacting with English speakers in an English speaking environment. | SA A D SD DK |
| 13. LEP students learn as well as my mainstream students and I do nothing different for them. | SA A D SD DK |
| 14. If I understood the language of my LEP students, I would be a more effective teacher. | SA A D SD DK |
| 15. Mainstream teachers should not have to modify their curriculums to accommodate LEP students. | SA A D SD DK |
| 16. LEP students should be placed in the grade appropriate to their level of English proficiency, regardless of their age. | SA A D SD DK |
| 17. The mainstream teacher should call on the ESL teacher to facilitate the learning of content area material. | SA A D SD DK |
| 18. The ESL teacher should teach content area material to LEP students. | SA A D SD DK |
| 19. English speaking students could benefit from ESL teaching strategies in mainstream classrooms. | SA A D SD DK |
| 20. Cultural differences do not affect the LEP student's learning. | SA A D SD DK |
| 21. The degree of difficulty when working with LEP students depends on their level of English language proficiency. | SA A D SD DK |

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 22. LEP students can acquire knowledge in the content areas simply by being in the mainstream classroom. | SA A D SD DK |
| 23. An LEP student's cultural background will not affect his or her learning. | SA A D SD DK |
| 24. LEP students will not understand content area subjects if they are not proficient enough in English to participate fully in classroom activities. | SA A D SD DK |
| 25. If I understand the first language of my ESL students, I would be a better teacher for them. | SA A D SD DK |
| 26. The literacy level of my ESL students in their first language does not impact their success in the mainstream classrooms. | SA A D SD DK |
| 27. My ESL students learn best by seeing demonstrations. | SA A D SD DK |
| 28. My ESL students learn best by reading. | SA A D SD DK |
| 29. My ESL students learn best when I use materials which can be touched and manipulated. | SA A D SD DK |
| 30. My ESL students learn best by listening to explanations. | SA A D SD DK |
| 31. My ESL students learn best by doing individual work. | SA A D SD DK |
| 32. My ESL students learn best by doing group work. | SA A D SD DK |
| 33. My ESL students learn best when they can get written instructions for assignments, i.e., hand-outs. | SA A D SD DK |
| 34. Mainstream teachers could benefit from a workshop on how to work with LEP students in mainstream classrooms. | SA A D SD DK |

APPENDIX B

Interview Questions

Interview Questions

The following interview questions are to be used as part of the research for my M.A. thesis which deals with the implications of having non-native English speaking (ESL) students in mainstream courses. The primary focus of the research is to hear about "success stories" that mainstream teachers have had with ESL students. The purpose of hearing these stories is to compile them into a format which can be used as a basis for a workshop designed to inform and guide mainstream teachers when working with ESL students.

1. On average, how many ESL students do you usually have in your classes throughout a school year?
2. Would you say that having ESL students, especially newcomers (recent arrivals to the U.S. with a varying knowledge of English and American culture), presents a challenge to you as a teacher?
3. Please describe how having ESL students in class is challenging to you in the classroom.
4. Would you say that you have experienced some degree of success with ESL students in your classes?
5. Can you discuss a specific example of a "success story" with one of the ESL students you have worked with in the past, please tell what you did to encourage that success and why you feel the student achieved success?
6. Do you have an example of an experience in which you feel the student did not achieve success and why that was the case?
7. Please describe what specific teaching strategies that you have used successfully with ESL students and what the outcomes were.
8. Would you recommend these teaching strategies to other teachers? Why?
9. Have you ever modified your curriculum to accommodate an ESL student? If so, please discuss why and how you have done this.
10. Do you feel that an ESL student's cultural background is relevant to his or her success in your class? Can and should this cultural background be accessed for use with the class as a whole? How and why?

11. Have you ever had any overt instruction on how to teach ESL students (i.e., in college, in a workshop, at a staff development)?
12. Do you feel that such a workshop would be valuable to your teaching? Why? What types of topics would you like to see addressed?

APPENDIX C

Tabulated Survey Results

Table 3
Tabulated Survey Results

Question Number	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3.	7	8	1		3
4.	8	10	1		
5.	8	10	1		
6.	4	10	4		
7.		2	8	9	
8.		4	4	4	6
9.	6	13			
10.	8				11
11.	2		7	8	4
12.	9	9			1
13.	1	1	8	8	1
14.	4	8	3		1
15.	2	2	8	7	
16.	1	2	6	6	4
17.	6	9	1		3
18.	3	7	5	1	3
19.	1	10			8
20.			9	9	
21.	5	12	1		1
22.	2	11	4		2
23.			8	9	2
24.	3	9	5	1	
25.	3	10	4		2
26.			6	8	4
27.	3	14			3
28.		2	14	3	1
29.	4	11			5
30.		3	12	4	1
31.		3	10	3	4
32.	2	15	1		1
33.	1	10	5		4
34.	6	12			1

APPENDIX D

Practical Classroom Strategies

Practical Classroom Strategies for Mainstream Teachers to use with their LEP Students

The cultural and linguistic changes being wrought in American schools, brings the need for added awareness and responsibility on the part of mainstream K-12 teachers. As populations become more diverse, teachers are increasingly called upon to deal with a greater variety of student needs in the classroom. The make-up of many K-12 classrooms is comprised of students with varying linguistic needs, as well as those with learning, behavioral, and physical challenges, while State assessment standards add another dimension to instruction, requiring teachers to administer multitasked, often complex, performance packages, which may be difficult for special needs, including LEP, students. As a result of the changing face of American classrooms, mainstream teachers may often feel overwhelmed by the myriad demands placed on them. In response to what many mainstream teachers are experiencing in K-12 settings, specifically the issue of how to work effectively with LEP students, this handbook of strategies was compiled to function as a reference for busy teachers who will inevitably work with LEP students.

This compilation is organized according to cognitive domain (Bloom's Taxonomy), as well as by subject-area, i.e. mathematics, science, social studies, and language arts. The information herein was gathered through interview and survey data and is coupled with research material to serve as a resource for mainstream teachers when working with LEP students.

A major finding of this research indicated that there are practical instructional strategies currently being used in mainstream classrooms with LEP students, and those teaching strategies which are beneficial to LEP students, may also help mainstream English speakers. Instructional techniques, which clarify and illustrate meaning for LEP students, are good for all students. It is the hope of this researcher that this handbook will become a useful tool to which mainstream teachers may turn when the demands of working with LEP students, in challenging classrooms, becomes overwhelming.

Classroom Strategies for the Cognitive Domain

According to Bloom, the cognitive domain is made-up of six taxonomic levels: the higher the level, the more complex the outcome. In ascending order, the six levels of the cognitive domain are as follows: knowledge, comprehension, application, analysis, synthesis, and evaluation. The forthcoming classroom strategies include relationships to each of the six cognitive levels, in no particular sequence however. A suggestion is made indicating the subject-area to which the strategy would be appropriate:

mathematics (M), science (S), social studies (SS), language arts (LA), and for all subjects, (ALL) will be used.

Assignments/Materials/Projects

1. Make sure your LEP students: get all relevant **hand-outs**, with lots of *white space*, and with **due dates** clearly marked in upper right-hand corner.

ALL
2. As much as possible, use the following **visual materials** to create context for your lessons--have available for students to access:

photos	diagrams (i.e., Venn)	graphic organizers/semantic maps
graphics	videos	regalia
maps	demonstrations	authentic artifacts

ALL
3. As successful students move on, **collect samples** of the following items and make them available for LEP students to refer to as **models of good work**:

projects	essays
display boards	corrected tests
performance packages	experiments

ALL
4. Collect **study guides** and **class notes** from successful students after each term/semester--have available **for LEP students to use** on assignments, tests, and to copy into their own notebooks.

ALL
5. Have one student or groups of students go through chapters and **outline key information**--let LEP students use the outlines as a reference source (it's good review for mainstream students as well)

S, SS, LA
6. **Preview** upcoming material via books, films, pictures, symbols, etc.

ALL

7. Show **videos with texts** as much as possible—for example:
- before studying a person, place, or event, or in conjunction with a reading text show a video (i.e., movie version of a book or play), to help provide a context and to trigger the student's background knowledge
S, SS, LA
 - as an alternative to comprehension questions after viewing a video, have the student write down (or draw a picture) of everything they understood (they are then demonstrating knowledge and comprehension)
S, SS, LA
8. **re-record** the dialogue or voiceover from a **video or filmstrip using simpler, easier to understand language**—let LEP students check out the videos to view while listening to the modified tape
S, SS
9. Go through textbooks, choose and **make lists of key vocabulary/terms/concepts** from each chapter—make these lists **available for your LEP students** to use prior to and during study of the chapter (photocopy lists and keep master copies for future use)
ALL
10. Make available **lists of common errors** so LEP students can begin to recognize and internalize them (i.e., display samples of math or science procedures that show what *not* to do)
ALL
11. After correcting student work, return to students to **re-do**—let them **turn in assignment/test again** for credit (mastery of assignment)
ALL
12. Have mainstream English speaking peers tape **record common classroom expressions and lessons** for LEP students to listen to and practice—i.e., scientific/mathematical formulas, historical relationships and connections (be sure to explain the meaning)
S, SS, LA

13. **Avoid giving large assignments/projects in one whole chunk—break it up into smaller segments** and when one segment is complete, give the next task (use *checklists* to help guide students with tasks)
- ALL
14. Design lessons around **units**, i.e., weather, poetry, Civil War, money (helps provide *context rich* environment for greater comprehension)
- ALL
15. Keep teacher centered instruction to a minimum—focus on keeping lessons **student centered**. Do this by using:
- | | |
|---------------------------------------------------------------------|-----------------------------------------------|
| <p>hands-on materials
demonstrations (involve LEP students)</p> | <p>cooperative groups
role-play/drama</p> |
|---------------------------------------------------------------------|-----------------------------------------------|
- ALL
16. Give **explicit** directions/examples/definitions—make sure LEP students **record in a notebook** for future use
- ALL
17. **Simplify ideas** and **expand** on them—give **direct definitions** and build **redundancy**
- ALL
18. **Summarize** ideas/concepts and **review** often
- ALL
19. When available, Let LEP students access **bilingual** dictionaries and tapes, textbook glossaries, interpreters, translated material, and bilingual peers
- ALL
20. Encourage students to keep a **dictionary of translations** of classroom vocabulary
- ALL

21. Provide **individual expectation plans** for assignments:
- allow students to answer fewer questions
 - require fewer assignments
 - provide alternative spelling/vocabulary/concept lists (abbreviated)
 - give students extra time to complete assignments/tests
- ALL
22. **Assign a mentor** (preferably native L1 speaking) to be a “buddy” for an LEP student—they can help with classroom routine, schedules, assignments, etc.
- ALL
23. Use **community volunteers** or native English speaking **volunteer peers**—find “reading buddies”
- ALL
24. Do “**jigsaw**” activities as a *Cooperative Learning* activity
- ALL
25. Use techniques to **extend thinking** and **encourage higher order thinking**
- ALL
26. **Require fewer responses** from LEP students: have them answer *every-other question* or *only odd numbered* questions
- ALL
27. Have **important information clearly displayed**: daily agenda, objectives, key words/concepts, assignments, due dates, behavior expectations, schedules, sign-up sheets—be sure to point out to your LEP students (students should get into the habit of copying this information into notebooks)
- ALL
28. If LEP students are beginners (or newcomers), let them do **copy work** from the board, and/or allow them to do assignments in **native language** (get translated with help from bilingual school personnel or fellow bilingual students—give them credit for this!)
- S, SS, LA

- a. In *mathematics*, encourage LEP students to demonstrate to the teacher and the class how to do problems as they learned in their homelands—there are distinct differences in using commas and decimal points, as well as in *how* math problems are done in different cultures.
29. Use **checklists** so students get a mental map of the processes they can use to accomplish tasks (check off tasks as completed) ALL
30. Have students **transfer information** between formats—i.e., from chart to paragraph form ALL
31. **Visit the library** and school **computer lab**—encourage students to use computers (provide help, i.e., partners!)
32. Use **KWL** (know, want to know, learned) during instruction to link what is already known to what students want to know to what they've learned. ALL
33. Use **SQ3R** (survey, question, read, recite, review) to teach students useful reading skills S, SS, LA
34. Encourage LEP students to keep **journals**. Include: vocabulary, note taking, graphics, and personal writing opportunities. ALL
35. For writing assignments, provide **sentence starters** for your LEP students S, SS, LA

Assessment in the Cognitive Domain

- ▶ Allow LEP students:

to take open book tests
to do take home exams
extra time for tests/exams
tests with few questions

to have questions read to them
to be assessed at an individual level
to take tests with (& courses) pass/fail
to re-take tests for extra credit

ALL

- ▶ Allow LEP students to show knowledge and comprehension through **alternative assessment**:

1) non-verbal response: act-out/do demonstration
draw a diagram or picture
construct an object

2) respond in native language (written or verbal)

3) grade students based on a satisfactory/unsatisfactory scale

ALL

- ▶ Allow LEP students to use **3x5 cards with notes** on tests—this encourages review and test preparedness

ALL

- ▶ Teach LEP students **test taking strategies**: Show by example and do the first few problems together!
 - 1) process of elimination
 - 2) read all choices before picking answer

Classroom Strategies for the Affective Domain

The categories included in the affective domain include receiving, responding, valuing, organization, and characterization. The categories in this domain revolve around aspects of individual perceptions, values, feelings, and attitudes and how they are manifested through different interpretations in the classroom. Many of the following strategies involve ways to make your LEP students lower their *affective filter*, thus making them more open to comprehensible input.

Classroom Accommodations/Techniques

Sit your LEP students near the front of the room—encourage but don't force them to speak

Take the time to learn and pronounce your LEP students' names

Educate yourself somewhat with your LEP students' native languages and cultures (the more you know, the more successful your interaction will be)

Prepare your mainstream students to welcome newcomers

Praise your LEP students to build self-confidence and increase participation

Give plenty of wait time for your LEP students to respond (culturally influenced)

Make an effort to make your LEP students feel comfortable and secure—give one on one attention whenever possible

Go over classroom routines/expectations with students so they know what to do daily—they should know classroom routines

Include your LEP students' cultures/homelands whenever possible:
let them teach the class words in their native language—they are the expert!
base projects on native cultures—mapping, foods, holidays, clothing, music
let LEP students interview family members (i.e., social studies unit)
make family trees (i.e., genetics unit)

Have students label important classroom items

Use cooperative groups and/or pairs to complete tasks—assign roles so LEP students can participate (peer interaction is an effective way for LEP students to acquire and learn)

Ask LEP students yes/no questions, and then “wh” questions, until they can begin to demonstrate higher order thinking skills

Communicate with LEP students’ families whenever necessary (see ESL teacher if interpreter is needed, i.e., conferences)

Understand that learning a new language (coupled with learning course content) takes time!

Classroom Strategies for the Psychomotor Domain

The categories associated with the psychomotor domain include those in the physical, perceptual, skill, and kinesthetic realms. The strategies in this domain are concerned more with what the instructor can do in terms of movement and speech to clarify and convey meaning.

Movement and Speech

Use body language and movement (exaggeration can help convey meaning)

Model and demonstrate whenever possible—challenge students to try

Use facial expressions, gestures, and intonation in your lessons

Adjust the pace and clarity of your speech (be natural, but be aware of your speech)

During lessons: *simplify* speech (keep answers/explanations concise!)

emphasize important items--write on board

repeat key terms/points throughout lesson

use *transitions* between main points to help clarify

avoid *confusing language*, such as:

puns, sarcasm, acronyms, or
colloquialisms--

unless you explain meaning!

In *physical education, art, technical education, or computer/keyboarding* classes—assess LEP students on their physical efforts, dexterity, ability to imitate, and mastery of the skills needed to participate effectively in the classroom.

Play **games** and do **puzzles** to build teamwork and communication

Use *Total Physical Response* (TPR): teach students words and demonstrate actions to go with them—students should begin to respond to commands and eventually give them (i.e., “Throw the ball.” “Turn the screw.” “Point to the _____.”)